



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



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Course Specifications

Institution: Imam Muhammad ibn Saud Islamic University	Date: 28 OCT 2017
College/Department : College of Languages and Translation - Department of English	

A. Course Identification and General Information

1. Course title and code: Literary Criticism - ENG 364			
2. Credit hours: 2hrs			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
Bachelor Program of English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: L6 - 3 rd Year			
6. Pre-requisites for this course (if any): ENG 310 ENG 313 ENG 345			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: ---			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

This course is designed to:

1. Help students read critical and theoretical texts closely, building on skills they have learnt from their study of literary texts;
2. Provide some of the ways in which literary texts can be grasped and analyzed by students;
3. Elaborate on some of the complex relations between literary texts and critical or theoretical texts;
4. Provide students with the cultural embedment of these issues and the ways in which they are thought through and expressed;
5. Help students see ways in which these practices and ideas open themselves to transformations in other literary and non-literary contexts;
6. Enable students to use these skills and knowledge in their own study and discussions of literary texts; develop the interpretive, analytical, and communication skills of the students.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

This course will be developed in a linked set of readings, lectures, tutorial discussions and items of assessment, in which:

- the set readings will provide an introduction to some of the important strands and themes of literary criticism and theory;
- the lectures will provide an introduction to the issues that the next set of readings will develop and set the scene for the tutorials.
- the tutorials, which will be directed-small-group-discussions in which students are expected to participate; the assessment, which will both test that students have read and understood the reading, and give them the opportunity to develop some of its implications in an essay form.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course is a survey of Western literary criticism with an emphasis on the most prominent critics, texts, schools, and ideas from the Classical Age till the Early 20th Century. It is a course in the history of ideas related to the criticism of literature and literary texts. The course begins with a survey of major figures in the development of a critical theory of literature. The emphasis will be on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. This survey will include Plato, Aristotle, Horace, Longinus, Sidney, Dryden, Pope, Wordsworth, Coleridge, Arnold, and Eliot. This survey should provide a basic frame of reference from which to understand and assess the critical scene.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the Course: Introduction to the nature, the function, and the orientations of literary criticism	1	2
Classical Criticism: Plato and Literary Criticism	1	2
Aristotle as A literary Critic: Aristotle's Theory of Imitation Vs. Plato's	1	2
Aristotle's theory of Tragedy and Application on Sophocles' <i>Oedipus Rex</i>	2	4
Roman Neoclassical Criticism: Analysis of Horace's <i>Ars Poetica</i> and Longinus's <i>On the Sublime</i>	2	4
Renaissance Literary Criticism: Analysis of Sir Philipp Sidney's <i>Apology for Poetry</i>	2	4
English Neoclassical Literary Criticism: Analysis of John Dryden's <i>An Essay of Dramatic Poesy</i> and Alexander Pope's <i>An Essay on Criticism</i>	2	4
Romantic Literary Criticism: Analysis of some parts of Wordsworth's <i>A preface To Lyrical Ballads</i> and Coleridge's <i>Biographia Literaria</i>	2	4
Victorian Literary Criticism: Analysis of Matthew Arnold's "The Function of Criticism at the Present Time"	1	2
Class Presentations and Discussions	1	2
Revision	1	2

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	32					32
	Actual	32					32
Credit	Planned	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning

outcomes from each domain.)			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge On completing the course, students will be able to:		
1.1	Define key concepts in literary criticism.		
1.2	Recognize the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.	Lectures Group Discussion PP Presentations	Oral/ written Exams Research Papers PP Presentations
2.0	Cognitive Skills On completing the course, students will be able to:		
2.1	Interpret how the meaning, significance, and value of specific literary critical works.		
2.2	Evaluate research methodologies to analyze specific literary critical texts or one of the critics.	Lectures Group Discussion PP Presentations	Oral/ written Exams Research Papers
3.0	Interpersonal Skills & Responsibility On completing the course, students will be able to:		
3.1	Demonstrate working independently and in teams to interpret literary texts.	Group Discussion PP Presentations	Research Papers PP Presentations
4.0	Communication, Information Technology, Numerical On completing the course, students will be able to:		
4.1	Demonstrate effectively and critically how to interpret and analyze different literary texts.	Using smart boards Using the internet Using PP presentations	Computerized Research papers PP Presentations
5.0	Psychomotor		
5.1	Not Applicable		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz I	4 th Week	5 %
2	Quiz II	7 th Week	5 %
3	Mid-Term Exam	10 th Week	15 %
4	5-6 Page Paper	14 th Week	15 %
5	Final Exam	The End of Semester	60 %

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Instructors are expected to provide guidance, support, and tutoring during office hours.

E Learning Resources

1. List Required Textbooks

M.A.R. Habib, *Literary Criticism from Plato to the Present: An Introduction*, (2012)

2. List Essential References Materials (Journals, Reports, etc.)

- Vincent B. Leitch, Ed. *The Norton Anthology of Theory and Criticism* (2010)
- Andrew Bennett and Nicholas Royle, *An Introduction to Literature, Criticism and Theory* (1995)
- Jonathan Culler, *Literary Theory: A Very Short Introduction* (1997)
- Ross Murfin and Supriya M Ray, *The Bedford Glossary of Literary Terms*. 2nd ed. (2003)
- Raman Selden, Peter Widdowson and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. (2005)
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory* (2002)

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

[Online Literary Criticism Collection from the Internet Public Library](#)

[Library Spot: Literary Criticism](#)

[LiteraryHistory.com](#)

[Yahoo Search Directory: Literature > Criticism and Theory](#)

[A Bibliography of Literary Theory, Criticism and Philology](#)

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classrooms
2. Technology resources (AV, data show, Smart Board, software, etc.)
E-podium, overhead projector, electronic whiteboard, internet, speakers
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
College resources center and library for doing research, working on projects and professional development

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<p>Strategies for obtaining student feedback on effectiveness of teaching include :</p> <ul style="list-style-type: none"> • Questionnaires to assess the lecturer's performance. • Students evaluate the course content and the topics discussed. • Students' feedback on lecture time and office hours.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
<p>Strategies for evaluation of teaching by the Program/Department instructor may include:</p> <ul style="list-style-type: none"> • Self-evaluation. • Prepare general file for course. • Review sample of students' work by another faculty member. • Evaluation of a sample exam and assignment by another faculty member.
3. Processes for Improvement of Teaching
<ul style="list-style-type: none"> • Training sessions • Workshops to facilitate the exchange of experiences amongst faculty members • Regular meetings where problems are discussed and solutions given • Discussion of challenges in the classroom with colleagues and supervisors • Encouragement of faculty members to attend professional development conferences • Keep up to date with theory and practice • Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and result.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Identify rubrics for each students' activity or assignment
- Check marking of a sample of examination papers either by a resident or visiting faculty member
- Arrange with another institution to have two common test items included on an exam and compare marks given.
- Students who believe they are under graded can have their papers checked by a second reader.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Course specification and course report will be checked every now and then.
- Any new arrangements that are different from the one already recorded in the course description will be again recorded as a report for future arrangements.
- Strategies what worked best will also be recorded in the course report to remind me later of how effective they were. On the other hand, those strategies that were not as effective as thought to be will also be recorded and other suggestions from myself, other colleagues or students' feedback will be added to the course report in order to help in future planning for the course.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: 28 OCT 2017

Program Coordinator: _____

Signature: _____ Date Received: _____

